



The Analysis of Correlative Conjunctions Used in Undergraduate Students' Research Articles

Yeni Savitri¹, Junaedi Setiyono², Sri Widodo³

{yenisavitri11@gmail.com¹, junaedi.setiyono@yahoo.co.id², wid.umpwr@gmail.com³}

English Education Program, Universitas Muhammadiyah Purworejo, Indonesia^{1,2,3}

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Abstract. This research belongs to qualitative research. The aims of this research are to identify the types of correlative conjunction and to explain their functions in students' research articles. The data source of this research is students' research articles written by undergraduate students of English Language Education Program at Purworejo Muhammadiyah University in the academic year of 2018/2019. In collecting the data, the researcher checked all the research articles published from August 2019 until December 2019. In analyzing the data, the researcher organized the data from the first correlative conjunction until the last correlative conjunction found in research articles; gave code for each of the correlative conjunctions; classified the correlative conjunctions based on the types: *both__and*, *not only__but also*, *either__or*, and *neither__nor*; classified the correlative conjunctions based on their functions in joining sentence elements such as words, phrases, and clauses; counted the data; discussed the finding; and drew conclusion and suggestion based on the data in this research. The result of this research shows that there are 91 correlative conjunctions found in 46 research articles: 39 *both__and* (42.86%), 40 *not only__but also* (43.96%), 8 *either__or* (8.79%), and 4 *neither__nor* (4.39%). There are 25 conjunctions connecting words (27.47%), 65 conjunctions connecting phrases (71.43%), and 1 conjunction connecting clauses (1.10%).

Keywords: Correlative conjunctions, Types, Functions, Students, Research articles

1. Introduction

English learners should be able to master both passive skills and active skills of English language. Reading and listening are passive skills while speaking and writing are active skills. Those skills are crucial especially for the students of English Language Education Program.

Writing skills is considered as an important skill for the students of English Language Education Program because it is necessary for academic writing. The students also have to write a thesis as the requirement to finish their study. Thus, the students learn writing skills from the first until the fifth semester.

Actually, writing skills is very useful because it helps students to convey their ideas clearly so the information is easily understood by the readers [1]. However, many students think that writing is so difficult to be learned. Simanjutak says that it is because of the needs to master other English skills: reading, speaking, and listening; and the difference between the rules of students' native language and the rules of English [2]. The more practice the more comprehend those skill [3], [4], [5].

Moreover, writing needs well knowledge to produce words, sentences, and paragraphs. The knowledge includes not only the understanding of the writing topics but also the understanding of grammar and vocabulary. Grammar is considered as important in writing because it has a major role to produce sentences [6]. A good grammar is essential especially in academic writing because the readers can understand the ideas of the text with ease. As stated by Wulandari grammar is one of the language components that must be mastered because without a good grammar both the readers and the writer can get misunderstanding [7], [8], [9]

One part of grammar that is necessary in writing is conjunctions. Conjunctions are required in organizing ideas in order to make good sentences and paragraphs. According to Irawan, conjunction is a non-moveable unit that connects other units: parts of speech, phrase or clause. He adds that someone can convey meaning in an ideal form by having the ability to use conjunction [10]. There are three types of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions. Each types has different functions so all of them should be learned.

There are some studies about conjunctions. A study conducted by Prawoto examines students' mastery in using conjunction of the fourth semester students [11]. It shows that the students' capabilities are average to good in using conjunction and most of the students have had difficulty in using correlative conjunction. Syafitri and friends find that the sixth semester students' ability in using conjunctions is in enough category and the highest ability of students in using conjunctions is correlative conjunction [12]. Rahma conducted a study to describe the fourth semester students' ability in choosing conjunctions. The students' ability in choosing conjunctions is in average level [13]. The most difficult type of conjunction for the students is subordinating conjunctions whereas the easiest one is coordinating conjunctions.

A study conducted by Rahayu and friends was aimed to know second year students' ability and their problems in using correlative conjunctions [14]. It is found that the students' ability in using correlative conjunctions is fair. Furthermore, it has been hard for the students to combine sentences using correlative conjunctions. Purba identified the types of conjunctions used in students' research articles (RAs) and TEFLIN journal articles (JAs) [15]. The result shows that the most frequent type of conjunctions used in students' RAs is coordinating conjunctions while the most frequent type of conjunctions used in TEFLIN JAs is subordinating conjunctions.

It can be stated that students have different ability in using conjunctions. They need to improve their understanding of each type of conjunctions. By doing so, they can use conjunctions in their writing correctly. Based on the researcher studying experience, some problems in using conjunctions are identified: (1) some students of English Language Education Program at Purworejo Muhammadiyah University prefer to write sentences separately rather than join it with conjunctions; (2) many students do not understand the rules of conjunctions; (3) many students make errors in using conjunctions in writing lecture, (4) most of the students do not use correlative conjunctions in their writing; (5) most of the students tend to use coordinating conjunctions to connect words, phrases, or clauses rather than use correlative conjunctions; (6) and many students do not know the right pair of correlative conjunctions.

Referring to the problems above, correlative conjunctions seem to be difficult for students. Students rarely use it in their writing. It may be caused by the lack of understanding of correlative conjunctions. Actually, correlative conjunctions have particular rules in connecting words, phrases, and clauses. Therefore, it is important for students to know about the rules. Students cannot use correlative conjunctions properly without understanding the rules. Based on the statements above, the researcher focuses her study on analyzing correlative conjunctions in order to identify the types of correlative conjunction used in research articles written by undergraduate students of English Language Education Program at Purworejo Muhammadiyah University in the academic year of 2018/2019 and to explain the functions of correlative conjunctions used in the research article.

2. The Review of the Literature

The researcher uses some theories related to correlative conjunction and research article. Those theories are used as foundation in conducting this research. The following is the details of the literature:

a) Conjunctions

Graw defines conjunctions as connectors between individual words, word groups, or clauses [16]. According to Hall et al, a conjunction is a closed-class word that is a connecting word to link words, phrases, or clauses [17]. Moreover, Torres states that conjunctions are purposed to show connection of sentence elements, join clauses, and connect sentences [18].

Based on the definitions above, the researcher may conclude that conjunction is a word that used to join words, phrases, and clauses in order to show the relationship between them.

b) Correlative Conjunctions

Graw says that correlative conjunctions are couples of words that work together as a conjunction [16]. In other book, Ed defines that correlative conjunctions are couples of words that work together to unite other words or phrases in a sentence. The couple of words must be used together in order to have the intended meaning [19].

According to Torres, correlative conjunctions have the same rules as coordinating conjunctions [20]. Both of them work in the same way, except that correlative conjunctions used in pairs. The most frequent of correlative conjunctions are *both__and*, *not only__but also*, *either__or*, and *neither__nor*.

c) Academic Writing

According to Whitaker, academic writing is basically the writing that has to be done for university courses [21]. Bailey states that reporting on every single piece of study as well as the researcher has set is the main academic writing aims, and it is to answer a question the researcher has been given or chosen, to deliberate a subject of common concentration and give the point of view, and to synthesize research done by others on a topic [22]. Additionally, he says that there are six common types of academic writing: notes, report, project, essay, dissertation/thesis, and paper.

Aliotta gives her opinion that academic writing is related to a specific type of prose used by scholars in academic context. She states that some academic writing is done to fulfill requirements of a university or college. Furthermore, she says that although there are many different types of academic writing outputs, the defining features of academic writing are generally the same [23].

From the explanation above, the researcher may conclude that academic writing is writing in academic context which is done for university or college requirement. There are some types of academic writing, but they generally have the same features and they also have a specific purpose.

d) Research Article

Pen et al says that a research article reports the result of original research, assesses its contribution to the body of language in a given area, and is published in a peer-reviewed scholarly journal [24]. According to Valdes, the term research paper may also refer to a scholarly article that contains the results of original research or an evaluation of research conducted by others [25]. The paper sections are included to title, abstract, introduction, review of the literature, method, result, discussion, and conclusion [26].

It can be stated that a research article is an article that is written to report the original research results and it is published in scholarly journal. It has some sections depending on the regulation.

e) Written Media

Written Communication media is a method used in distributing messages to other parties through writing. Based on the direction of the communication flow the internal written communication media is divided into three, namely; written downward communication media written downward communication is the distribution of messages from superiors to subordinates and must first determine the communication media used, so that ongoing communication can run effectively. Sections that are interconnected with the determination of written communication media are the personnel section. Message delivery can be done in several ways, including the following: a job description and task execution manual

3. Method

The method used in this research is a form of qualitative research. The researcher uses document as the technique in collecting the data. Some steps are conducted in selecting the sample: (1) downloading research articles to identify correlative conjunctions; (2) taking notes for each research articles to select research articles that contain correlative conjunctions; (3) copying the sentences that contain correlative conjunctions. The researcher uses documents which are the students' research articles published from August 2019 until December 2019 as the data source. The researcher analyzes 69 research articles and finds correlative conjunctions in 46 research articles.

The researcher uses these following steps in analyzing the data: (1) organizing the data from the first correlative conjunction until the last correlative conjunction found in research articles; (2) coding each of the correlative conjunctions; (3) classifying the correlative conjunctions based on the types: *both__and*, *not only__but also*, *either__or*, and *neither__nor*; (4) classifying the correlative conjunctions based on their functions in joining sentence elements such as words, phrases, and clauses; (5) counting the data, (6) discussing the finding; (7) and drawing conclusion and suggestion based on the data in this research.

4. Findings

The objectives of this research are to identify the types of correlative conjunction and to explain their functions in students' research articles. The researcher analyzes the research articles and tries to find correlative conjunctions used. The researcher focuses her research only in the four main types of correlative conjunctions: *both__and*, *not only__but also*, *either__or*, and *neither__nor*. The finding can be seen in the table below:

Table 4.1

The types of correlative conjunctions

No.	Types of correlative conjunctions	Number	Percentage
1.	<i>both...and</i>	39	42.86%
2.	<i>not only...but also</i>	40	43.96%
3.	<i>either...or</i>	8	8.79%
4.	<i>neither...nor</i>	4	4.39%
	Total	91	100%

Based on the table above, there are 91 correlative conjunctions: 39 *both__and* (42.86%), 40 *not only__but also* (43.96%), 8 *either__or* (8.79%) and 4 *neither__nor* (4.39%).

The percentages are from the calculation below:

$$\textit{both_and} : \frac{39}{91} \times 100\% = 42.86\%$$

$$\textit{not only_but also} : \frac{40}{91} \times 100\% = 43.96\%$$

$$\textit{either_or} : \frac{8}{91} \times 100\% = 8.79\%$$

$$\textit{neither_nor} : \frac{4}{91} \times 100\% = 4.39\%$$

Based on the calculation above, there are two dominant correlative conjunctions used: *both__and* and *not only__but also*.

The researcher then classifies the correlative conjunctions based on their functions. There are three functions of correlative conjunctions: (1) to connect words, (2) to connect phrases and (3) to connect clauses. The researcher finds that all of the functions are used in students' research articles. It can be seen in the following table:

Table 4.2

The functions of correlative conjunctions

No.	Functions of correlative conjunctions	Number	Percentage
1.	To connect words	25	27.47%
2.	To connect phrases	65	71.43%
3.	To connect clauses	1	1.10%
	Total	91	100%

The table shows that there are 25 conjunctions connecting words (27.47%), 65 conjunctions connecting phrases (71.43%), and 1 conjunction connecting clauses (1.10%). Those include correctly written and incorrectly written conjunctions.

5. Discussion

a) Types of correlative conjunction used in students' research articles

The data shows that there are 46 articles from 69 articles which contain correlative conjunctions. There are four types of correlative conjunctions found in 90 sentences. Those are *both...and* in 38 sentences, *not only...but also* in 40 sentences, *either...or* in 8 sentences, and *neither...nor* in 4 sentences. The researcher also finds that there are two correlative conjunctions *both...and* in a sentence. Therefore, there are 91 correlative conjunctions in the students' research articles. Actually, 38 of 90 sentences are considered as anomalous sentences. It will be explained in the last discussion.

The researcher gives code to each correlative conjunctions. CC1 means the first correlative conjunction, CC2 means the second correlative conjunction, etc. To simplify the location, A.P.L is used. It means Article, Page, and Line. The code A01P01L25 means that the correlative conjunction is found in article 1, page 1, and line 25. The researcher does not include table, title, and author of the research as line.

The following are the examples of the correlative conjunctions found:

1) *both...and*

- *Learning English in Vocational high school is to equip students' ability in communicating English **both** oral **and** written based on their majors. (A03P02L01)*
- *Giving compliment builds character which is beneficial for growth of **both** the individual youth **and** society in general. (A45P01L25)*

2) *not only...but also*

- *Teaching in vocational high school such a special thing because it is different with senior high school where the material is general, and vocational high schools prepare*
- *the students **not only** to attend the higher-level education **but also** to meet the demand of industrial world. (A09P06L01)*
- *As mentioned in Ministry of Education and Culture Regulation (2014 No. 60) the English that should be mastered by SMK students is related **not only** to their daily communication **but also** to their future professions and jobs. (A25P01L27)*

3) *either...or*

- *The relative social status of Danar is high and Den Wahyana is high, since **either** Danar **or** Den Wahyana didn't use addressee term to refer each other. (A20P11L25)*
- *In **either** spoken texts **or** written texts, an interlocutor expects to tell listeners/readers via text. (A32P01L24)*

4) *neither...nor*

- *First personal indicate to the speaker him/herself, second personal is the hearer of the speaker's utterance and more addresses, and third personal point to **neither** speaker **nor** addressee. (A05P05L04)*
- *According to Cutting (2002: 34-35), maxim of quantity says that speakers should be as informative as is required, that they should give **neither** too little information **nor** too much. (A29P05L01)*

b) The functions of correlative conjunctions in students' research articles

1) To connect words

- **Datum 1**
*Learning English in Vocational high school is to equip students' ability in communicating English **both** oral **and** written based on their majors. (A03P02L01)*

The correlative conjunction *both...and* is used to connect two words: *oral* and *written*. *Oral* is a single adjective, and *written* is also a single adjective.

- **Datum 2**

Thus, the objective of the English teaching and learning must be emphasized to help the students to be able to communicate both spoken and written. (A04P02L07)

The correlative conjunction *both...and* joins two words: *spoken* and *written*. *Spoken* is a single adjective, and *written* is also a single adjective.

2) **To connect phrase**

- **Datum 1**

The audience they are writing for, since this will influence not only the shape of writing but also the choice of language. (A03P03L17)

The correlative conjunction *not only...but also* functions as the connector of two phrases: *the shape of writing* and *the choice of language*. Both are noun phrases.

- **Datum 2**

It may look considerably different from both the original plan and the first draft, because there are many changes in editing process. (A03P04L02)

The correlative conjunction *both...and* links two phrases: *the original plan* and *the first draft*. Both are noun phrases.

3) **To connect clauses**

Actually, there is a correlative conjunction joining clauses in the research article. However, the sentence is considered as anomalous sentence.

c) **Other cases**

The researcher finds other cases of correlative conjunctions in the research articles. The cases are considered as anomalous sentences. Those cases are omission, misformation, misordering, joining more than two elements, addition, and unparalleled element.

6. Conclusion

Based on the result of data analysis, the researcher may draw some conclusions. The researcher finds that there are 91 correlative conjunctions in 46 students' research articles. Based on the types of correlative conjunctions, there are 39 *both...and* (42.86%), 40 *not only...but also* (43.96%), 8 *either...or* (8.79%), and 4 *neither...nor* (4.39%). It can be stated that there are two dominant correlative conjunctions used: *both...and* and *not only...but also*, while the two least conjunctions used: *either...or* and *neither...nor*. The functions of correlative conjunctions found are 25 conjunctions connecting words (27.47%), 65 conjunctions connecting phrases (71.43%), and 1 conjunction connecting clauses (1.10%). It can be stated that most of the students use correlative conjunctions in connecting phrases. The researcher finds that there are some cases in correlative conjunctions used: omission, misformation, misordering, joining more than two elements, addition and unparalleled element.

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